



Sutton Virtual School

Annual Report 2023

Sutton Virtual School's letter to Children in Care

Hey Sutton's Stars,

It's time to talk about something super important: your education! That's right, this letter is all about how Sutton's children looked after are doing in their schools. We want to tell you how proud we are of everything you've achieved, and the ways we will make things even better!

****Let's start with the good stuff! ****

- **School grades are soaring!** More of you are acing exams and assessments, which is incredible! Your writing skills are taking the world by storm as we saw a great improvement in writing outcomes! Your stories are swirling with magic and your poems are bursting with rhythm. Keep those creative juices flowing!
- **Fewer suspensions in school!** There are less Sutton children looked after being suspended and excluded than in other areas of the country. We are really proud of you all for this - school can continue to be your place to learn and grow.
- **Even better support from the adults!** There are even more adults working hard to support you, from teachers and social workers to carers and family. They have done even more training and are focused on improving the school systems for you. You're surrounded by people who care about you and your education, and that's awesome!
- **Even more fun opportunities!** We know learning isn't just about books and tests and we ensured there were fun events throughout the year for you. Remember that mega ice cream van at the Summer Fun Day? Or those epic workshops, from DJ-ing to graffiti? We loved seeing you smile and conquer new skills!

****Now, let's be honest, there's room to grow! ****

- **Attendance needs a boost!** We want you to have fun and learn awesome things every day in school. That's why we're working with teachers, families, and even you guys to come up with super cool ideas to help more children attend school every day.
- **Number quest!** We will ensure you make the best progress in maths. We're proud of every equation you solve and every problem you conquer. Keep exploring and experimenting, and we will put even more focus on this area in the future.

A whole team of people is cheering you on every step of the way with your learning. We believe in you, and we're working hard to make sure you have everything you need to rock your world!

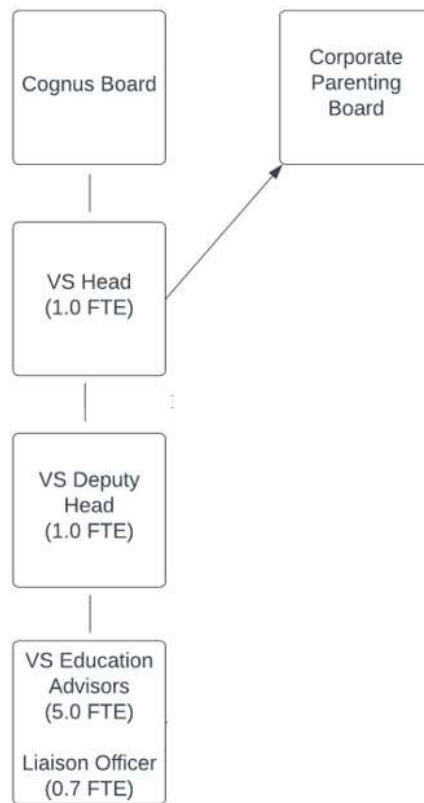
With love, all the staff at Sutton Virtual School 😊

Part 1: Responsibilities & Priorities

The key areas of responsibility for Sutton Virtual School are:

1	To promote the Education of Children Looked After (CLA)
1 a	All Sutton CLA are accessing appropriate and high-quality education provision that meets their needs.
1 b	All Sutton CLA have a high quality and up to date PEP, which is reviewed termly (i.e., three PEPs per year).
1 c	Early Years CLA are supported appropriately through the Early Years PEP and Early Years Foundation Stage Premium
1 d	Post 16 CLA are supported through their transition to Leaving Care and into gainful EET (education, employment, training) through access to termly PEPs, careers guidance and structured support
2	To carry out local authority Children Looked After education monitoring functions and statutory returns (including Ofsted)
2 a	Robust procedures in place to monitor attendance, exclusions, attainment, and progress for all Sutton CLA, placed in and out of borough.
2 b	Tracking of a range of data parameters to inform monthly reporting against Key Performance Indicators and analysis through interim and annual reports to the local authority, Cognus Board of Directors, the DfE and Ofsted.
2 c	Regular monitoring of children who are 'Children Missing Education' or with alternative timetables
3	Ensuring that 100% of Pupil Premium Plus (PPP) is deployed in line with the conditions of the grant and for the benefit of CLA
3 a	The PEP process demonstrates personalised PPP spend on targeted support to meet learner needs, enable progress, and improve attainment and impact is measured through subsequent review.
3 b	Sutton Virtual School commissioning activity is evaluated annually; spot purchasing, and high value contracts are all conducted and monitored in line with safeguarding and commissioning requirements.
4	To promote the education of children with a social worker and children previously looked after
4 a	Provide strategic leadership to schools, social care, and other professionals to promote the education of Children with a Social Worker (Child in Need, Child Protection, Children with Disabilities)
4 b	Provide advice and guidance to adoptive and Special Guardianship Order (SGO) parents, schools, and other professionals in relation to the education of Children Previously Looked After (PCLA).

The structure of the Sutton Virtual School Service:



Sutton Virtual School is committed to improving educational planning and outcomes for Sutton's children. We continue to work collaboratively with many services including:

- Social Care teams across Children's Services
- Sutton Foster Carers Association and Foster Forum
- Sutton Therapeutic Hub
- CLA Nurses
- Advocacy and mentoring with MAPS
- Cognus Educational Services
- Sutton Designated Teacher Network / Designated Safeguarding Lead Network
- Sutton Headteacher networks (Secondary, Primary and Special Schools)
- Children in Care Council
- Pan London Virtual School Headteacher and CWSW Networks & National Association of Virtual School Headteachers (NAVSH)

Support for young people

Heightened focus on attendance and suspensions

We have recognised that both locally and Nationally there are challenges around attendance. We regularly review CLA attendance and suspension/exclusion risk across the cohort. Every child with attendance below 90% or at risk of suspension / exclusion has appropriate intervention and suitability of education provision is reviewed. VS Education Advisors utilise the Cognus ISS Pods to ensure there is partnership oversight where there is a concern.

Sutton Virtual School have been involved in the development of the Sutton Attendance Strategy and have membership to the Sutton Attendance Steering Group. In September, Sutton Virtual School joined with Inclusion and Early Help to jointly fund StudyBugs, which is a live attendance platform. We hope that by Easter 2024 we will be able to view CWSW status, identify the attendance of vulnerable cohorts in Sutton and begin to support wider services to access this data and promote attendance.

Partnership working with Therapeutic Hub and Cognus therapies continues to grow

We continued to build our partnership working with the Therapeutic Hub and Cognus therapies service. All new to care CLA receive a SALT screener and follow up recommendations are implemented using Pupil Premium Plus funding. This is supporting the early identification of need and has been welcomed by schools and families. Through the Building Stronger Foundations pilot, we have ensured all CWSW in the target group at each school have been considered for referral to the Therapeutic Hub.

ESOL

We have continued to provide laptop training for all new ESOL CLA leading to increased college readiness when the young people start their ESOL courses. Young people are quicker to access cloud based learning tasks for completion at home, which has a positive impact on learners.

We have continued to run the ESOL summer school, with ESOL learning in the morning and an enrichment activity in the afternoon. Where an ESOL young person requires additional support with English, an interpreter is provided in their PEP.

ESOL school places have been found for all young people throughout the year, including support from Sutton commissioners in February/March where all places were full in local colleges and extra provision was secured. We also continue to provide our ESOL learners with access to Flash Academy to support their language learning.

Post 16 and Care Leaver strategy

Building on the successful development of the Care Leaver Network in 2022, we consulted post 16 CLA and care leavers to gain their views on the development of our post 16 and care leaver offer. The young people requested support to help them set up their own businesses and was most strongly voiced by those that have been persistently not in education, employment and training (NEET). As a

result, we have developed a three year post 16 and care leaver strategy and added a strand around Enterprise. We are currently developing this offer and will launch this work in 2024.

Enrichment programme

We have continued our enrichment programme this year, providing a range of educationally linked activities and opportunities for our young people to broaden their educational experiences and raise their educational aspirations.

Summer Fun Day

We expanded the Summer Fun Day this year to include CLA, PCLA and CWSW. The event took place on Wednesday July 26th and was a chance for our children, their families, Sutton Virtual School and social care to get together and celebrate the end of the academic year and the start of the summer break. We increased the range of entertainment and activities this year, ensuring accessibility for children of all needs. The stars of the show were Rocky's Animals, who brought with them a range of animals including goats, tortoises, iguanas and snakes.



We hosted a range of workshops including street dance, DJ'ing, rap writing and a graffiti workshop, where young people were taught some graffiti art skills and invited to decorate a space that still is in situ at The Quad.



The ice cream van was a hit, the giant human bubble got the children's minds curiously asking questions. The children had the opportunity to get their faces painted, expend some energy on the bouncy castle and enjoy a go in the gaming truck.



Cooking workshop

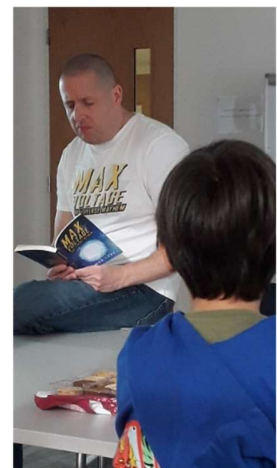
After listening to feedback from young people, carers, keyworkers and social care, we hosted a cooking skills workshop for our post-16 and care leavers. This was a great opportunity for a small group to learn to cook a 3 course meal from scratch, enabling them to develop some simple cooking techniques that would build their confidence in preparing meals.

It was a great event, with Chef Tracey assisting in the preparing of bruschetta, spaghetti Bolognese and a strawberry pavlova.



Author Visit

As part of our increased focus on developing the writing skills of our KS2 CLA, we invited a local author to visit. As well as being a published author, James Love also works part-time as a TA in a local school, making him the perfect choice for this sessions. Throughout the workshop, he read extracts from his books, shared samples from forthcoming books and talked to attendees about the fun that can be had with creative writing. He shared the importance of character development and got attendees to start to think about the stories they would love to tell. As a treat, the attendees left with a signed copy of one of his books, as well as work-pack to assist with their personal writing.



ESOL Summer School

We continued to run our ESOL Summer School programme in collaboration with JustLearn over the summer break. We organised a range of enrichment events for our UASC young people which included trips to Top Golf, Thorpe Park and Go-Karting, as well as ESOL lessons linked to the day's activity. A lot of fun was had, with some young people showing a great aptitude for golf.



Literacy initiatives

We have continued to send out children Letterbox parcels each half term to support their reading development at home. Our carers continue to support the children by promoting the importance of reading at home and we were so pleased for additional requests for extension reading materials from young people. We continue to access the Dolly Parton Imagination Library scheme for children aged 2-5 and children receive a new book each month as part of this initiative. We have sent our books for key events to promote our children's understanding of difference and to support inclusion.

We have focused on increasing writing outcomes, as we recognised from last years end of KS1/2 outcome data that this was an area our children were not achieving so strongly. We have ensured there is a SMART target for writing in each PEP for KS1/2 and ensured that all Designated Teachers understand the need to provide additional support for writing. We hosted an author visit and will be sending 'Wreck it Journals' for the young people to complete some fun creative writing at home in the new year. We have pleasingly seen an increase in writing outcomes this year for our children but recognise there is a lot more that needs to be done to support children to have the vocabulary and memorable life experiences needed to further improve their future writing outcomes.

Shining Stars Awards

On 17th July, in Guildhall London, the London Network of Virtual Headteachers supported by the City of London, hosted a celebration of young Londoners who are care experienced. Over 150 people attended the event including two care experienced young people from Sutton who were recipients of an award. Andre and Shaniqua were recognised due to their outstanding dedication to their academic studies leading them to progress onto their chosen A Level pathways and for their wider engagement with extra-curricular interests, including volunteering and enterprise activities.



Awards were given out by the CEO of TLC Live and the Lady Mayoress. The session opened with a [video of support](#) from Sadiq Khan, the Mayor of London.

"What an inspirational occasion! This evening has been a wonderful showcase of the talents and potential of care experienced young people across London. Our winners – and all the young people here and those you are representing through your participation – demonstrate the rich array of skills, abilities, and passions we have among those who have experienced care. And as winners, you also represent a challenge to us. A challenge to nurture those talents, to give opportunity to them, and to celebrate them. And when I say “us” I mean all those who can play a part. Not just London’s Mayor and London’s local authorities, but London’s business community, London’s cultural community and the schools, colleges and dedicated professionals growing the talents and confidence of our care experienced young people, so they can enrich their lives and the lives of others." *Ruby Sayed, Common Cllr and Chairman of the Communities*

“It was such a privilege to be able to witness Andre and Shaniqua receive their awards at the inaugural Shining Stars Awards event. We are so proud of these amazing young people and their achievements are an inspiration to care experienced young people.” *Kate Leyshon, Sutton Virtual School Headteacher*

Operation Elf

We hosted a fantastic Christmas event for our Sutton families including Sutton CLA at Cognus offices in Wallington. Sutton Virtual School ran the bauble painting activity which was enjoyed by all attendees. Each child went home happy, after receiving a gift from Father Christmas.



Support for families and professionals

Full year training programmes

We have provided termly training sessions for all our parents and carers who support CLA & PCLA. We continue to provide termly training for foster carers and SGO/adoptive parents. We publish a training programme on our website and regularly update schools and fostering/SGO & adoption teams with the offer. The training offer combines the input from a range of educational professionals including Education Psychologists, Safeguarding service and attendance.

Since September, our CPD theme has been 'Change Makers' as we seek to equip designated teachers, designated safeguarding leads and other professionals to facilitate system change that benefits these disadvantaged groups. We have run termly network meetings and training sessions to help leaders build development plans and provide professional and peer support opportunities.

Update to ePEP and relaunch

We reviewed and relaunched ePEP in September 2023 after consultation with social workers, designated teachers, young people and foster carers. We were able to streamline the content and ensure it was more appropriately supporting the prevention of suspension and improvement of attendance. We have delivered ePEP training to the IRO service and provided guidance to social workers on the updates. We have added Assistant Team Managers from social care to the ePEP system for the first time.

Joint working with CLA nurses

We have joined up with CLA nurses to work one day a week in the Cognus offices to support partnership working between health and education. CLA nurses will now update any key information related to health that should be considered to the PEP.

National Developments

PAN London Virtual School Network

We have joined up with London Marathon events to create a programme for London CLA to promote exercise. In April 2024, our children will have the opportunity to experience the iconic London Marathon finish outside Buckingham Palace and receive a London Marathon finisher medal. We will invite London CLA to the London Stadium for a day of inclusive sport and fun activities hopefully with some fantastic sporting role models.

NAVSH Board

As a continuing member of the NAVSH (National Association of Virtual School Heads) Board, Sutton's Virtual School Head has built links with the Turing Scheme. The scheme replaced Erasmus and provides the opportunity for young people to gain travel experiences throughout the world. There is a big emphasis on increasing the number of disadvantaged children who access this scheme, so we will be working on a bid to secure funding for an adventurous trip for 2024/25 for Sutton's CLA.

National Kinship strategy announced

In December 2023, the DfE launched the [National Kinship Care Strategy 'Championing Kinship Care'](#), which will see the Virtual School role expand from September 2024 to include a duty to provide advice and guidance to children who have moved from birth parents to a special guardianship order, with no period of care. Virtual schools will also expand the strategic duty for supporting children with social workers to include children with kinship care arrangements. The need for greater support for kinship carers had been clearly identified by Sutton SGO parents as an area of support they required at the [Sutton SGO voice sessions](#) and it was possible to bring this to the attention of the DfE through our links with NAVSH.

Part 3: Children Looked After

Profile of Sutton CLA, 31 March 2023

Local and national outcome measures and statistics for Children Looked After in England are based on those that have been continuously looked after for at least 12 months on 31 March of the academic year. For the purposes of this report, profile data and performance analysis of 2022-23 is therefore restricted to include only those Sutton Children Looked After who were continuously looked after for at least 12 months on 31 March 2023.

Number of Children Looked After (*in care on 31 March 2023*)

Total CLA	2-4	Reception	Primary	Primary (% out of borough)	Secondary	Secondary (% out of borough)	16-18
245	14	11	38	76%	96	75%	86

The number of Children Looked After in Sutton stayed similar to last year. The number of 2-4 year old children has decreased slightly as has the number of children in primary. The number of reception and secondary age young people have increased and the number of Post 16 CLA has slightly decreased. The percentage of primary Children Looked After living out of Borough has increased from last year and the percentage of secondary children living out of Borough has decreased.

CLA by Gender, Ethnicity, Special Needs (*in care on 31 March 2023*)

% Female	% Male	Predominant Ethnic Group White British	2 nd Ethnic Group Asian / Asian British / other Asian	EHCP	SEND Support
38%	62%	48%	8%	18%	17%

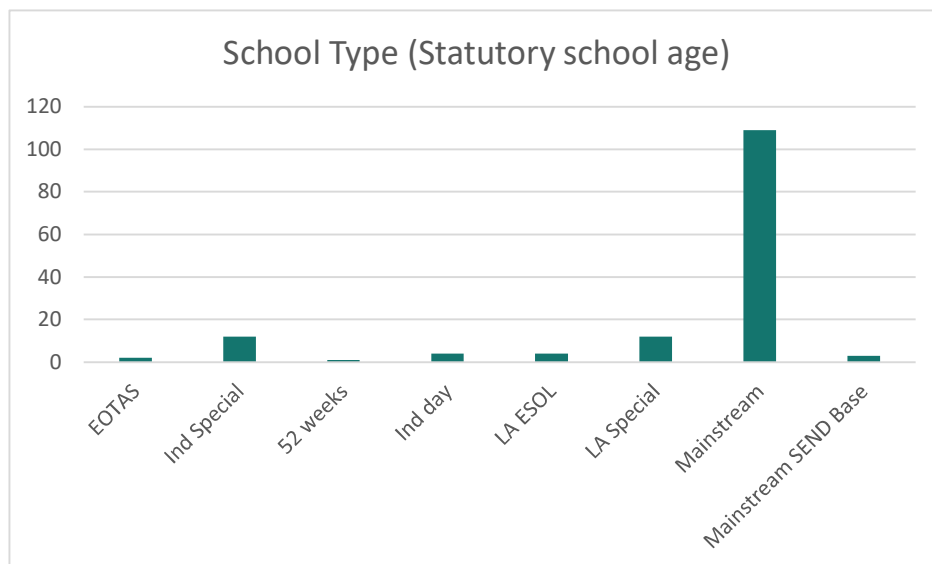
The percentage of male and female CLA has stayed the same as last year. There is no change in percentage of White British ethnic group, and Asian / British Asian / Other Asian is now the 2nd predominant ethnic group.

Special Educational Needs & Disabilities

The SEND Code of Practice suggests that a high proportion of Children Looked After have some form of special educational need, and in Sutton this is 35%.

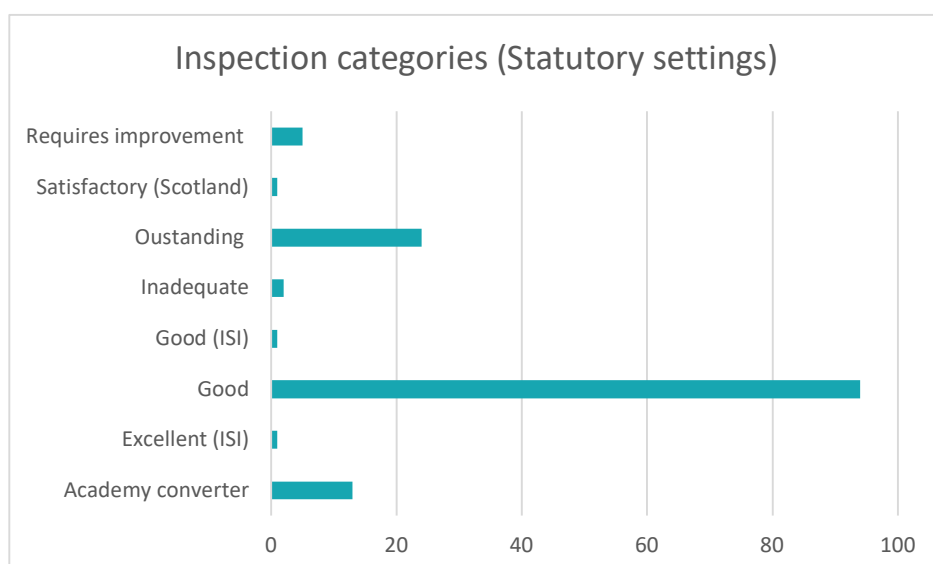
Range of education provision by type (*School age CLA in care 12 months or more on 31 March 2023*)

The vast majority of Sutton CLA are in mainstream school, although 26% have their educational needs met in a special education setting, EOTAS or LA ESOL provision.



There are 13 young people with EHCPs who have their needs met at mainstream school or a mainstream SEND Base and 18 young people with EHCPs who are educated in special education. There are 2 young people who are EOTAS (educated other than at school) and this is due to health needs.

Quality of Educational Placement (School age CLA in care 12 months or more on 31 March 2023)



Sutton Virtual School seeks to place Sutton CLA in schools that are graded good or better. Where it is necessary to for a child to change school, the school's OFSTED rating will be one of the main considerations in making that decision as this helps us know about the quality of teaching and learning. Analysis of the schools our children attend shows 86% of pupils attend a school that is rated 'Good' or 'Outstanding', which is an increase from last year.

We have continued to admit **100% children to good or outstanding schools during this year (or academy converter/new settings without an Ofsted rating yet)**. There are now only 13 schools to have not yet received an Ofsted rating (due to being an academy converter or new setting), which is a reduction. There are now only 2 Sutton CLA in a provision that has been rated as inadequate by Ofsted and 5 in provision rated as Requires Improvement; at the time of admission, the schools were rated good or outstanding and their Ofsted grading has subsequently changed after the child was admitted to the school.

We continue to maintain a risk assessment for each child who is being educated in a school that is Ofsted rated less than good and intervene if we consider there are any concerns related to the children, and change their school if it is required.

Part 4: CLA Performance Report 2023

For the purposes of this report, profile data and performance analysis for 2023 is restricted to include only those Sutton Children Looked After who were continuously looked after for at least 12 months on 31 March 2023, in keeping with criteria for local and national statistics. Internal monitoring and interim reports provide an alternate snapshot of outcomes for all Children Looked After at the point of examination, regardless of the length of time in care.

Early Years Foundation Stage: Suttons Children Looked After continue to achieve strongly

There were 13 young people in reception taking end of early years key stage assessments. **These children achieved very well (61.5% Good Level of Development), which was considerably higher than National CLA (41.0% GLD) and Regional CLA (46.0%) and almost in line with all Sutton children (68.3% GLD).** This is a continuing year on year trend.

Sutton CLA with SEND in early years (EHCP and SEND Support) achieved 33.3% GLD compared to 17.0% GLD for National CLA, 18% GLD for Regional CLA and also higher than all Sutton children with SEND (18.3% GLD).

The children continue to do well in early years, and this is a solid foundation for good progression towards Age Related Expectations. We continue to provide monthly books and Cubbie Bear to promote reading and play at home. We have introduced termly PEPs for all children aged 2 and above since September even if nursery is not deemed appropriate, as we believe the foster carer can be supported to provide an enriching learning environment in the home to support development.

Phonics: Sutton Children Looked After continue strong outcomes in year 1

There were 9 children who took year 1 phonics tests. These children achieved exceptionally well with **89% working at age related expectations, compared to 60% National CLA, 59% Regional CLA and 84.7% for all children in Sutton.** This again continues a positive year on year trend.

There were also **66.7% of Sutton CLA with SEND achieved age-related expectations compared to 36% National CLA, 44% Regional CLA and 51.4% of all Sutton children with SEND.**

We are really happy to see a continuing positive trend for our children in year 1 phonics, as this will be a strong foundation for future educational success. We continue to encourage foster carers to read with the children and take them on enriching trips and visits to build their literacy base.

Key Stage 1: Strong steps forwards for CLA in KS1

KS1	2021-22					2022-23				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
Sutton CLA expected	60	20	40	60		50	33	50	50	33
National CLA expected	44	33	43	57		45	34	45	57	30
Sutton (all) expected	Not collected					75	33	50	50	64
Sutton SEND CLA expected	Not collected					0	0	0	0	0
National SEND CLA expected						24	15	26	35	13
Sutton SEND (all) expected						37	28	41	48	26

There were 6 Sutton CLA taking end of KS1 assessments and **33.3% achieved or exceeded age related expectations in all areas (reading, writing, maths and science). This was slightly higher than National CLA (30.0%) and Regional CLA (31.0%).** At KS1, Sutton's two CLA with SEND did not achieve age related expectations, which was below the National CLA average of 13%.

Key Stage 2: Excellent outcomes for year 6 CLA

KS2	2021-22					2022-23				
	Reading	Writing	Maths	RWM	SPaG	Reading	Writing	Maths	RWM	SPaG
Sutton CLA expected	40	20	60	20	40	75	50	50	50	50
National CLA expected	52	43	45	32	48	52	45	48	34	48
Sutton (all) expected	75	70	71	59	72	81	75	82	68	81
Sutton SEND CLA expected	Not collected					67	33	33	33	33
National SEND CLA expected						33	24	28	16	27
Sutton SEND (all) expected						49	33	48	27	42

There were 4 Sutton CLA taking end of key stage 2 assessments and **50% achieved age related expectations in reading, writing and maths combined, which was higher than National CLA**

(34%), Regional CLA (40%). Of the four Sutton CLA, three of them had SEND, and **33% achieved the expected standard, compared to 16% National CLA, 25% Regional CLA and 26.8% all Sutton children with SEND.**

We identified last year that the writing attainment for CLA was lower than National CLA average and therefore a concern. We have introduced a focus on writing this year, with SMART targets being set for KS1 and 2 children in PEP meetings and Pupil Premium Plus funding being used to support writing based enrichment events and activities. **We are pleased to see a significant improvement in writing outcomes this year** and will continue to strengthen writing outcomes moving forward.

Key Stage 1 to 2 Progress: First post Covid progress measures are strong for Sutton CLA

KS1-2 progress 2018-19	Reading Expected Progress	Reading Average Progress Score	Writing Expected Progress	Writing Average Progress Score	Maths Expected Progress	Maths Av Progress Score
Sutton CLA	40%	+1.60	33%	-0.36	40%	+1.77
National CLA	49%	-0.23	47%	-0.87	46%	-0.97
National (All)	52%	+0.01	52%	+0.02	52%	+0.02
Sutton (All)	59%	+1.01	55%	+0.42	62%	+1.51

KS1-2 progress 2022-23	Reading Expected Progress	Reading Average Progress Score	Writing Expected Progress	Writing Average Progress Score	Maths Expected Progress	Maths Av Progress Score
Sutton CLA	75	+2.22	75	+0.59	25	-3.19
National CLA	47	-0.54	51	-0.93	46	-1.13
Sutton (All)	60	+1.29	65	+0.59	66	+2.11
Sutton CLA SEND	67	+2.38	67	-0.80	33	-3.97
National CLA SEND	43	-1.45	40	-2.10	41	-2.04
Sutton (All) SEND	54	+0.29	45	-1.82	57	+0.44

The first post Covid key stage 1 to 2 progress measures have been published and **Sutton CLA made excellent progress from key stage 1 to key stage 2, accelerating their progress significantly with an average progress score of +2.22 in reading (National CLA -0.54) and +0.59 in writing (National CLA -0.93).** In maths, only 25% of CLA made positive progress from KS1 to KS2, which was lower than National CLA (46.0%). **Sutton SEND CLA achieved well from Key Stage 1 to Key Stage 2, with a progress score of +2.38 in reading (compared to -1.45 National CLA) and better than other groups in writing with -0.80, compared to -2.10 National CLA, -1.26 Regional CLA and -1.82 all Sutton CLA.**

The progress being made by the children is stronger than it was prior to Covid. It is clear that progress in maths was a concern for this cohort and we will address this in our planning for the future.

Key Stage 4: New highs for Eng & Maths grades 5-9

We had seventeen year 11 young people in care for more than 1 year. **17.6% achieved grade 5+ in maths and English (National CLA 10%), which continues the year on year trend and is again the highest we have ever recorded (previous highest 16% in 2022). 53% of the cohort achieved 5 or more GCSEs and 26% achieved 5 or more GCSEs at grade 4 or above, which is the highest ever achieved.** 100% of young people identified and applied for an education, training, employment (EET) post 16 destination for September start.

KS4	2021-22					2022-23				
	Att. 8	Prog. 8	9 – 5 Eng. LL	9 – 5 Math	9-5 E&M	Att. 8	Prog. 8	9 – 5 Eng. LL	9 – 5 Math	9-5 E&M
Sutton CLA	29.8	-0.64	33.3%	27.8%	16.7%	22.2	-1.99	29.4%	23.5%	17.6%
National CLA	20.8	-1.27	20.0%	15.0%	11.0%	19.9	-1.24	18.0%	13.0%	10.0%
Sutton (all)	61.0	+0.34	80.5%	72.4%	69.3%	59.8	+0.51	80.6%	72.8%	69.1%
Sutton SEND CLA	46.0	-1.93	50.0%	50.0%	50.0%	17.4	-2.14	0.00%	14.3%	0.00%
National SEND CLA	16.7	-1.44	11.0%	8.0%	5.0%	16.3	-1.36	10.0%	8.0%	5.0%
Sutton SEND (all)	33.7	-0.60	41.9%	35.1%	32.3%	34.1	-0.32	33.8%	33.8%	28.7%

Four (24%) Year 11 leavers progressed to study Level 3 qualifications, such as A-Levels, which represents a pathway to university entry, which although less than last year is our second highest percentage ever.

Of the 17 Children Looked After that finished Year 11 and statutory schooling in July 2023; five had an Education Health and Care Plan, and an additional three received SEND Support interventions; four Year 11 students with an EHCP attended specialist provision and one was medical EOTAS.

Key Stage 5: Strong NEET progress towards EET destinations

31 young people started Year 12 in September 2023 and **90% started in education, employment, or training (EET) in September.** Unfortunately, three young people who had indicated they would start college chose not to attend and we provide support through PEPs and the VS/LCT NEET panel to encourage them to take up EET destinations.

49 young people were in care at the end of year 13 and **84% were in education, employment, or training (EET) in September 2023, which continues to be well above the National average of 70% of 18-year-old care leavers in EET destinations.**

Post 18 Destination	No of young people
College	28
Employment	7
University	2
SEND school	1
NEET	8
Apprenticeship	2

Maternity	1
Missing	0
Total	49

Each young person Not in Education, Employment and Training (NEET) received support to re-engage with education, employment or training from Sutton Virtual School, Integrated Youth Service and Leaving Care Team; since September they all NEET CLA have had a termly PEP and each young person is monitored through the VS / LCT NEET panel as well.

Throughout the year, 21 young people in years 12/13 received support from the NEET partnership, ensuring all relevant borough's NEET teams were engaged in providing support. Young people were provided with access to courses and supported to think about education, employment, and training pathways.

We introduced a points system to track the progress made by our NEET young people. Each young person could gain 5 steps of progress for full engagement in education, employment and training.

The cohort achieved 58 steps of progress out of a possible 105.

Young person	Autumn	Spring	Summer	Steps of progress	Outcome
A	0	2	5	+5	Employed
B	0	2	1	+1	Applying to college
C	-	0	2	+2	Seeking employment
D	0	3	5	+5	Employed
E	0	2	3	+3	College start secured
F	3	3	3	0	College start secured
G	0	5	5	+5	Education in place
H	0	2	1	+1	Considering options
I	0	2	2	+2	Employed
J	0	1	1	+1	Considering employment
K	0	2	5	+5	Employed
L	0	2	4	+4	Online qualification
M	0	5	5	+5	Employed
N	0	0	2	+2	Seeking employment
O	0	5	5	+5	Employed
P	0	1	5	+5	Employed
Q	0	2	1	+1	Considering options
R	0	4	2	+2	Volunteering
S	0	1	1	+1	Considering course
T	0	5	1	+1	Considering options
U	0	2	2	+2	Applied to college
Total				+58	

Key:

- 0 Not in Education, Employment or Training (NEET)
- 1 Considering options
- 2 Beginning to investigate education, employment, or training.
- 3 Started to engage.
- 4 Settled into Education, Employment and Training. (EET)
- 5 Committed to Education, Employment and Training. (EET)
- Not in care

Sutton Care Leavers in Higher Education

Two care leavers took up a university place in September 2023, with one young person gaining a place at Oxford University with two A* and one A grade. Sutton Virtual School continues to provide

advice and guidance to Care Leavers at university and ensures they have a named care leaver contact within their university, a service of advice and guidance, and this has supported young people on their journey towards higher education after leaving Sutton Virtual School. There have been at least 30 Sutton Care Leavers in attendance at university in the last five years.

Attendance & Exclusions for all pupils on roll, 2022-23

- Attendance: Overall absence for Sutton CWSW in Autumn 2022-23 was 15.0%, which increased from 2021-22 where it was 11.6%. This is higher than National CLA absence which is 9.0%. We have seen a decline in attendance for Sutton CLA that parallels the National drop in school attendance for all children. Sutton Virtual School Headteacher has been involved in developing the Sutton Attendance Strategy in accordance with the Working Together to Improve School Attendance guidance from DfE. We have recently promoted the launch of the StudyBugs attendance programme to Sutton schools and take up has been high with 90% providing live attendance data to the Local Authority and Cognus.
- Permanent Exclusions: **No CLA children were permanently excluded this year. There have been 6 Sutton CLA identified by schools as at risk of permanent exclusion** and in 100% cases, Sutton Virtual School ensured effective and creative approaches were used to prevent exclusion.
- Suspensions: The suspension rate for Sutton CLA was 8.89 in 2022/23, which was higher than 2021/22 where it was 3.61. Whilst this increase reflects the general increase in suspensions that is being seen Nationally, **it is considerably lower than National CLA suspension rate which is 13.0.**

Part 5: Sutton Virtual School funding 2022-23

Service Funding

Sutton Virtual School fund most staffing and operational costs through Designated School Grant (DSG) funding. However, the DSG does not meet the full costs of staffing and operating costs, therefore 26% of the Pupil Premium Plus funding is used to secure additional staffing capacity to provide a more flexible, responsive, and impactful service. This additional capacity has provided support over and above the statutory minimum for Sutton Children Looked After, professionals and foster carers.

Sutton Virtual School uses the Previously Looked After Children Grant to contribute towards the funding additional staffing hours that enable us to have the capacity to provide advice and guidance requests to adoptive and Special Guardianship Order families.

Sutton Virtual School continues to receive the Children with a Social Worker grant and this has been guaranteed to be paid in both 2023/4 but also 2024/25. The grant funds the 1.0FTE interim Virtual School Deputy Headteacher position, additional Educational Psychology support to extend VS Education Consultations to reach Children with a Social Worker cohort and has contributed towards the expansion of the VS team by a staff member. This has enabled us to have the capacity to provide a link member of VS staff to support the schools in the Building Stronger Foundations pilot and support advice and guidance requests for CWSW.

Pupil Premium Plus

Sutton Virtual School receives £2530 Pupil Premium Plus for each statutory school age Sutton Child Looked After. The Pupil Premium Plus Grant is managed by the Sutton Virtual School Headteacher through a centrally held local authority budget and deployed on a 'needs' led basis in consultation with link professionals and in line with conditions of the grant.

Below is a breakdown of how the Pupil Premium Plus was distributed in 2022-23 to support the education of our children.

Provision	Pupil Premium	Impact
<p>CLA Education Budget</p> <p>Support commissioned by Sutton Virtual School</p> <p>Examples:</p> <ul style="list-style-type: none"> - tuition - educational assessments - educational clubs and activities - holiday clubs and summer schools - educational visits or residential trips - therapeutic support - educational psychology - mentoring 	<p>£75,357</p>	<p>Individual learning support (tuition/Lexia/supported learning) £41,126</p> <p>An analysis of the impact of tuition in 2022-23 shows that of our 83 young people who had a tuition SMART target set throughout the year, 90% achieved their target by the end of the period of tuition.</p> <p>We also continued to support with additional mentoring and ELSA support within classrooms as appropriate.</p> <p>Educational Psychology £12,966</p> <p>We have used EP services to deliver work for individual young people as well as to train adults who work to support with young people. We have also provided professionals with weekly VS Educational Consultation sessions with an EP.</p> <p>Fourteen Sutton CLA benefited from 103 hours of direct EP work in the form of assessments and direct work, leading to barriers to learning being identified and share with schools and the wider professional network in 100% of cases.</p> <p>Cognus Therapies £4,095</p> <p>We have continued to use SALT and OT therapy hours to deliver support as identified through the therapeutic hub CLA SALT screeners.</p> <p>Flash Academy £1,800</p> <p>FlashAcademy ESOL, continues to support our new ESOL students to access early language support.</p> <p>We continue to provide every CLA whose first language is not English, a Flash Academy account and they are encouraged to access the programme alongside their school or</p>

		<p>college ESOL course. We currently have 31 students using the app regularly and 72 courses have been completed.</p> <p>Miscellaneous educational support / resources £15,370</p> <p>To support the achievement of educational SMART targets in PEPs, there is a requirement to spot purchase educational resources to support the achievement of this target. These requests are wide ranging but can include but are not limited to language learning resources, laptops, photo dictionaries, handwriting support materials, art materials, extended enquiry materials, learning games, and revision guides.</p>
Enrichment activities	£8,879	<p>We offered enrichment activities such as Summer Fun Day, ESOL summer school, Hampton Court visit and Operation Elf Christmas event throughout the year for our children to attend. Over 100 young people took part in the in-person enrichment events across the full age spectrum, including children with disabilities, and children across a wide range of ethnic backgrounds. We continue to ensure that all activities are accessible to all wherever possible and designed events such as the Summer Fun Day with accessibility in mind.</p>
<p>Payments to schools</p> <p>Examples include:</p> <ul style="list-style-type: none"> - 1:1 support - targeted pastoral support - intervention groups - ELSA - play and arts therapies - homework support - after school activities - school based tuition 	£85,541	<p>We allocate PPP to schools on a needs basis through the PEP process after careful identification of individual needs. Sutton Virtual School work with the child's school to set SMART targets for the young person to help them make progress in their education. SMART targets are then monitored and reviewed at the next PEP. The Pupil Premium Plus we allocate to schools has been shown to have positive impact on our young people's educational outcomes and is supported by the continuing positive academic results trend.</p>
Payments to foster carers	£9,830	<p>Foster carer payments include reimbursements for educational support including afterschool sport/drama/music clubs, more specialist laptops that may be required for specific GCSE/A Level courses and residential trip costs</p>

<p>Additional Support through Cognus Limited</p>	<p>£78,000</p> <p>£41,000</p>	<p>This covers Cognus core service costs and provides additional staffing capacity to provide a more flexible, responsive, and enduring service for our Children Looked After. This additional capacity enables case managers to provide additional and personalised support over and above the statutory minimum for Sutton Children Looked After. Professionals, foster carers, and young people tell us that our additional capacity has had a positive impact on enabling child centred support and improving outcomes for Sutton Children Looked After.</p> <p>We funded a VS Inclusion Coordinator post for one year to support the work around preventing suspensions and exclusions and to build greater connections with Sutton schools around inclusion.</p>
<p>ePEP and attendance monitoring</p>	<p>£16,000</p>	<p>eGOV are commissioned to run our PEP online portal and to enable collection of attendance data for our CLA cohort. We have been able to maintain detailed attendance data for each of our young people and ensure that where attendance is identified as a concern, this is discussed in PEP meetings so that interventions can be put in place. All professionals can now contribute to the PEP portal to update their views around education.</p>
<p>Power 2</p>	<p>£5,000</p>	<p>Power2 have worked with eight young people who are either NEET or at risk of NEET to provide them mentoring and employability support to help them back into education.</p>
<p>Literacy development</p> <ul style="list-style-type: none"> - Letterbox (6-12 years) - Dolly Parton Imagination library (2-5 years) - Book tokens (12-18 years) - Cultural event books 	<p>£19,883</p> <p>£3,235</p>	<p>We have continued to extend our literacy strategy and we continue to see positive impact on CLA reading outcomes in EY, year 1 phonics, KS1 and KS2. We have increased the distribution of Letterbox books to our young people and continued using Dolly Parton Imagination Library.</p> <p>We sent books to children to support their SMART literacy targets and to extend their wider learning. We have sent books on a range of cultural themes to Statutory school</p>

<ul style="list-style-type: none"> - Early Years learning resources 		<p>age young people during Black History Month, International Day of Disability, South Asian Heritage Fortnight and LGBTQ+ week as per previous years.</p> <p>We continue to send book tokens to young people in the age range 12-14 years to promote independent reading choices.</p>
<p>Training related costs</p> <ul style="list-style-type: none"> - Online training development with other services - MA module x3 - NAVSH conference - NAVSH membership - Guest speakers for designated teacher network meetings 	<p>£9,931</p>	<p>Sutton Virtual School has continued to provide training for designated teachers, social workers and Governors. We introduced the CPD theme of Change Makers since September 2023 that has been the golden thread through our CPD offer and is supported by the work of the pilot.</p> <p>Two members of Sutton Virtual School completed their Masters module on Children Looked After and Trauma through Bath Spa University / NAVSH, which brings the total of VS staff who have completed this qualification to four.</p> <p>A professional membership to NAVSH has been maintained and Sutton Virtual School have been in attendance at the NAVSH National Conference.</p>
<p>Total Pupil Premium</p>	<p>£352,656</p>	

Pupil Premium Strategy 2022-23

We continued to prioritise schools accessing at least £600 a term of Pupil Premium Plus to support the learning of individual children through the PEP. We placed increased emphasis on using Pupil Premium to support attendance interventions for all children who have attendance at less than 95%. We funded the post on Inclusion Coordinator to support work with schools around inclusion to ensure that schools were well supported to prevent suspension and exclusion of looked after children. We successfully prevented permanent exclusions for six children looked after through prompt intervention and strong partnership working.

We placed a strong emphasis on supporting writing outcomes for KS1/2 young people and PPP has been allocated to support writing SMART targets for some pupils. We also ensured that Pupil Premium Plus had been prioritised where a child is reported to be at risk of suspension or exclusion.

We continued to see positive impact from the Educational Psychology (EP) intervention we purchase using PPP. The Cognus EP service now support us with direct CLA work, supporting families and schools with strategies, providing consultation sessions and delivering training to schools, social workers and families.

We continued to use Pupil premium Plus to fund Speech and Language Therapy (SALT) and Occupational Therapy (OT) time and have ensured that the recommendations in SALT screener for all new CLA were implemented.

We have continued to fund laptops for pupils that require these for specific educational courses that require a higher specification device and ensure that there are no gaps in student's access to technology.

The promotion of literacy has remained a high priority and we have expanded our focus from reading to also include writing. We have provided a writing workshop enrichment experience, funded reading and writing resources and ensured literacy SMART targets have funding attached wherever relevant.

We have continued to fund tuition for any child where there is an identified need. We have found tuition to be a positive intervention that has enabled our children to close gaps in their learning. We continue to work with Homefield and Harrow school through the Lumina programme and a number of our young people access tuition through this route.

Part 6: Promoting the education of children with a social worker (CWSW)

The remit of the Virtual School

In 2021, the Government extended Virtual School duties to include a strategic role promoting the education of children who have a social worker (CWSW). This cohort comprises Sutton children and young people subject to Child in Need (CiN) or Children Protection (CP) plan, children with disabilities who also have a social worker, and young people who have previously had a social worker in the last 6 years (Ever 6 CWSW).

These key duties include:

- i. Identifying the needs of the cohort and addressing barriers to education;
- ii. Offering advice and support to the key professionals working with these children;
- iii. Enhancing partnerships between schools and the local authority, so agencies work together in a child-focused way

Government guidance sets out that these duties are strategic rather than working with individual pupils in the way that we do to support CLA, and there is not set funding allocated for individual children. We have worked to identify the barriers to education Sutton CWSW experience, and worked to support professionals who work directly with these children and young people. We continue to work with a range of partners to highlight the issues this cohort face and strengthen partnerships between schools, social care and other local authority services, to improve CWSW support and outcomes.

Providing professionals advice and support

Weekly Virtual School Education Consultation sessions continued to run for school staff and social workers to seek advice to support the education of those they're working with. The school and social worker are always invited, and the consultations are supported by a Sutton Virtual School education adviser and an Educational Psychologist, to provide bespoke, specialist advice. These sessions are now available to schools and social workers working with CLA, PCLA, CWSW pupils, and we also have extended access to kinship care recently. The latest feedback survey indicated that 94% of respondents rated the quality of advice provided by the Virtual School as either effective or very effective, and 97% consider Sutton Virtual School either effective or highly effective in promoting the education of children with a social worker.

Identifying and addressing barriers to education

The vast majority of consultation requests were to support pupils with attendance difficulties with the most recent data indicating that approximately 30% of the cases referred had persistent absence, and another 55% with severe absence (<50% attendance). As a result, we

have strengthened links with the Cognus Attendance team, who now join any consultation where attendance is a difficulty, so they can offer the professional network specialist advice too. The consultations provide the opportunity for a multi-agency, solution focused discussion to explore how professionals can address children's educational barriers and form a plan of bespoke support, with input from multiple agencies and specialists. In our latest feedback survey, 63% of respondents indicated that the consultation helped the professional network to address the child's barriers, and 40% stated it had a direct impact on pupils' outcomes, such as attendance, engagement, or improved academic outcomes. 94% of respondents in the survey rated the Virtual School as effective or highly effective in promoting multi-agency partnership for CWSW and we continue to work proactively to support partners to work together to support this cohort.

We also identified that one of the key local area barriers for children with a social worker can be the delay in receiving assessment or individual support need for more timely access to assessment and support. As a result, we continue to offer children with a social worker a funded two-hour speech, language and communication needs (SCLN) screener with a speech therapist, who can observe a child and provide a report with recommendations to support the professional network to tailor provision or support to their needs. There has been improved identification of the child's needs in all cases where these screeners have been provided by Sutton Virtual School and we continue to provide this support to address the barriers some CWSW experience with speech and communication.

Developing a local area strategy: Building Stronger Foundations

In partnership with representatives across the local area, we developed a set of principles around supporting children with a social worker, and, in September 2023, launched phase 1 of 'Building Stronger Foundations'. This programme describes and overarching strategy aimed at improving CWSW outcomes and supporting schools to be more relational and trauma-informed in their approach, and in partnership with the Limes College, we have started working with a small group of Sutton schools.

The programme has two key strands:

- Schools self-assessing their trauma and attachment provision and devising an action plan and associated activities based on their evaluation
- Supporting schools to address CWSW education barriers, by looking specifically at strengthening partnerships for a target group of pupils to impact on their outcomes

Building Stronger Foundations pilot is ambitious in its aims, working to support schools to reduce suspension rates, and improve pupils' ability to meet their individual targets and improve their outcomes. We have provided participating schools a range of support, including membership to the Attachment and Research Community (ARC) and resources, a link Sutton Virtual School education

partner, and a block of time with Educational Psychologists, to provide staff training on trauma, follow up support to promote staff applying and embedding this practice, and some bespoke EP support for the pupils in their target group. Six schools have participated in this initial phase and we will be able to report the findings in our next annual report.

Enhancing Partnerships

We have developed our links with social care and provide regular advice and support to practitioners through both informal advice requests and our weekly consultations. We estimate that we've received over 200 requests for advice in the last year, and have developed a CPD training programme to support social care colleagues in promoting CWSW education based on some of these key themes. In the Autumn term of 2023, we provided training sessions that we co-delivered with VS, Educational Psychology and the Attendance team. We also delivered training to schools on Emotionally based school avoidance of CWSW.

We continue to advocate for the CWSW cohort in various multi-agency panel meetings and platforms, and work with colleagues and partners to review policies and systems and how they could better-support this cohort and address of system-based barriers.

CWSW data profile, 31 March 2023

The data below reports the attainment of Sutton children in the academic year 2022-23, referring to the CIN cohort as Sutton children who were subject to a child in Need (CIN) or Child Protection (CP) plan on 31st March 2023. It does not include the entire CWSW cohort because it doesn't report on those who previously had a social worker, and it's worth noting that this cohort is quite fluid, with some pupils on plans for only a short period of time.

Approximately two thirds of the cohort reported in this 2022-23 data have identified SEND, and 67% of pupils at the end of KS1 were either assessed to be working at pre-key stage 1 levels at the end of the Key Stage or working below the national curriculum and assessed using the SEND Engagement model, reflecting the level of SEND in this group. 61% of KS1 pupils with SEND had an EHCP.

Analysing Early Years Foundation Stage (EYFS) data reveals that pupils struggled most with the Literacy Early Learning Goals (ELGs), particularly comprehension, word reading, and writing. Number within maths and Listening, Attention, and Understanding (Communication strand) were also areas of concern. While Sutton CWSW surpassed the national average in Year 1 phonics, their KS1 and KS2 attainment in reading, writing, and maths lagged behind National averages. The Key Stage 1-2 expected progress in reading and writing was slightly better than National figures, but significant work remains to unlock Sutton CWSW's potential and close attainment gaps.

At the end of KS4, although Sutton CWSW attainment 8 was slightly lower than the National average, they matched or outperformed National averages in progress and in the number of 9-5 levels achieved in English and Maths.

2022-23	EARLY YEARS (60 Sutton CIN)	Year 1 Phonics (70 Sutton CIN)	
	Good Level of Development (GLD)	Average Number of Early Learning Goals	Average points score (APS)
Sutton CIN	35%	9.7	27.2
National CIN	39%	10.6	26.9
Sutton SEND CIN	-	3.8	19.3
National SEND CIN	11%	5.2	19.2
Sutton (all)	68%	14.4	34

2022-23	Key Stage 1: % expected or higher (≥EXS) (60 Sutton CIN)				
Average % rounded to nearest no.	Reading	Writing	Maths	Science	RWM
Sutton CIN	27%	23%	33%	38%	38%
National CIN	41%	31%	41%	51%	51%
Sutton SEND CIN	-	-	-	21%	-
National SEND CIN	24%	15%	26%	35%	13%
Sutton (all)	75%	68%	77%		

2022-23	Key Stage 2: % expected or higher (≥EXS) (60 Sutton CIN)				
Average % rounded to nearest no.	Reading	Writing	Maths	SPaG	RWM
Sutton CIN	42%	37%	35%	32%	27%
National CIN	46%	42%	43%	44%	41%
Sutton SEND CIN	27%	20%	22%	17%	17%
National SEND CIN	25%	17%	21%	20%	11%
Sutton (all)	81%	75%	82%	81%	68%

2022-23	Key Stage 1- 2 Progress (60 Sutton CIN)					
Average % rounded to nearest no.	Reading Expected Progress	Reading Average Progress Score	Writing Expected Progress	Writing Average Progress Score	Maths Expected Progress	Maths Average Progress Score
Sutton CIN	40	-2.11	45	-2.85	32	-3.09
National CIN	38	-1.95	44	-2.10	37	-2.36
Sutton SEND CIN	39	-2.82	39	-3.61	36	-3.64
National SEND CIN	32	-3.23	30	-3.76	32	-3.23
Sutton (all)	54	+0.29	45	-1.82	57	+0.44

2022-23	Key Stage 4 (100 Sutton CIN)				
	Att. 8	Prog. 8	9 – 5 Eng. LL	9 – 5 Maths	9-5 E&M
Sutton CIN	20.7	-1.38	28%	20%	17%
National CIN	21.8	-1.38	21%	15%	12%
Sutton SEND CIN	9.6	-1.55	11%	-	-
National SEND CIN	12.4	-1.54	8%	6%	4%
Sutton (all)	59.8	+0.51	80.6%	72.8%	69.1%

Appendix: Good News Stories and Commendations

Sutton Shareholders Board passed on thanks for the 'passionate and committed work of the Virtual School'

The conference was amazing and it was great to see the engagement and positive comments from everyone. I know how much work goes in to arranging events like today and I thought you and the team did an amazing job.

I received fantastic praise for VS work when I was in a briefing yesterday – we were discussing cyp's outcomes in general and I shared the data for our CLA – they were really enthusiastic and grateful for all of the incredible work that each of you do, day in, day out for this group of young people.

I just wanted to thank you for all your work in making the Fun Day such a success. I know there was a lot of organising involved and it paid off! I can honestly say that this was the best Fun day yet!

Carer shared that Kieron has been a fantastic support for the children, and the young person echoed this, saying that Keiron is amazing and has been a great support to him.

School shared that the training was fantastic and staff have been coming to Headteacher saying how they want to make changes to their school system moving forward.

We have been really grateful for the on-going support Sara Martin has offered our young person, particularly over the past month through the tricky transition process he has experienced, both within school and with his placement. Sara has consistently kept us up to date and been creative and dynamic with planning for him!

Young person starting university:

Moira, I'm starting my course next week Monday and I want to say thank you for everything you have been there for me since day one hopefully you will be there on my graduation day too.

VS Fun day: The feedback from families including the children was fantastic. Where else would those children have had the chance to hold animals, learn about them, access gaming, play football, have free food and other amazing activities during the school holidays. Parents told me that they would not have had the money to take their children to an activity like this. So thank you on behalf of our families.